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ABSTRACT

This booklet is the third in a series of eight reporting on the tenth-cycle Teacher Corps program in the Lincoln, Nebraska public school system, and details the role contracts and contracting play in the learning process. Key concepts in contracting are enumerated and specific processes are discussed as they relate to instructional contracts, community contracts, and school-university contracts. The Contract Request Form (Appendix A) and the Contract Form (Appendix B) provide a means of recording the contracting process. Evaluation is recorded on individual and group profile forms (for learners) and on the Teacher Competency Profile (for teachers). (MJB)

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LINCOLN TEACHER CORPS

IMPROVING LEARNING OPPORTUNITIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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3 Contracting: A New Team Approach

IMPACT SERIES

2

SP011 885

FOREWORD

The Lincoln, Nebraska Teacher Corps Project is pleased to present its Cycle 10 report through this IMPACT Series. Booklets 1-7 present a descriptive report of project themes and processes (models) while Booklet 8 presents a research report of results obtained with learners, teachers and community personnel.

The impact of Teacher Corps activities upon individuals and institutions is evident from the data reported, hence this IMPACT Series. Following Booklet 1, which presents an overview of the entire project, each booklet presents a major theme developed, implemented and refined in the Lincoln Teacher Corps. Generally, these themes have been implemented through models–recommended processes and/or structures which have proven effective in achieving desired outcomes. Each booklet is designed for use in instructional settings, in disseminating Teacher Corps principles and practices, and in reporting outcomes and recommendations.

The Lincoln Teacher Corps truly has been a team effort. School, community and university personnel have worked together effectively to achieve project goals. Sincere thanks go to all who shared in the Cycle 10 project. By sharing and serving others, we have discovered desired results in ourselves as well as in those we served. We look forward to new sharing/growing experiences in Cycle 12 Teacher Corps.

John Lux
Director

Key Concepts in Contracting

1 – Contracting is a *process* - a means to achieve desired outcomes. The process includes eight phases, each important to the success of the contract.

2 – Contracting implies a *commitment* - an agreement to strive to reach mutually approved goals and objectives.

3 – Contracting is based upon a *team approach* - the sharing of resources and talents to best achieve desired outcomes.

4 – Every contract starts with individual or group needs - of learners (instructional contracts), of teachers and teacher trainees (staff development contracts) and of parents and community agencies (community contracts).

5 – The contracting process is *flexible* - it focuses upon people and meeting their needs rather than upon any rigid, formalized set of procedures.

Using the Contracting Process

I. Instructional Contracts

The contracting process is a means of assisting teachers and resource personnel in joining forces to

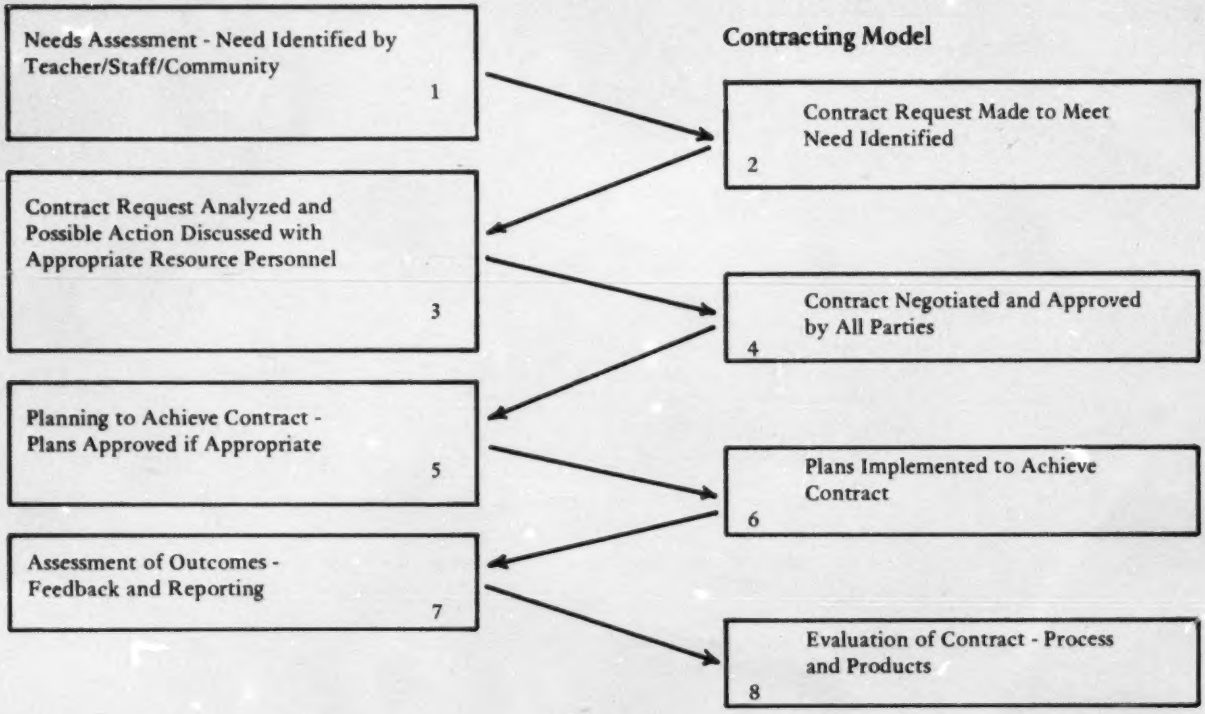

Contracting Model
Needs Assessment - Need Identified by Teacher/Staff/Community
1
Contract Request Made to Meet Need Identified
2
Contract Request Analyzed and Possible Action Discussed with Appropriate Resource Personnel
3
Contract Negotiated and Approved by All Parties
4
Planning to Achieve Contract - Plans Approved if Appropriate
5
Plans Implemented to Achieve Contract
6
Assessment of Outcomes - Feedback and Reporting
7
Evaluation of Contract - Process and Products
8

Fig. 2

meet learner needs. A contract is defined as *any approved agreement between a classroom teacher and one or more resource contacts available to help personalize instruction.* The contract is flexible as to length, type and number of learners, type of learning outcomes specified, and kind of learning activities.

Team staffing patterns are emphasized in the contracting process. The regular classroom teacher is viewed as the instructional leader who recognizes the need for assistance in meeting individual learning differences. Assistance is available in the form of human resources–other teachers and counselors, graduate interns, student teachers, Nebraska University Secondary Teacher Education Program (NUSTEP) teacher assistants, teacher aides (discussed under community contracts), community volunteers (discussed under community contracts), and university faculty (discussed under university-school contracts). In this section, contracting with interns, student teachers and NUSTEP teacher assistants will be emphasized to provide guidelines for the effective use of these human resources.

The accompanying chart identifies the tasks each participant carries out during the contracting process. It is important to recognize that the diagnostic-prescriptive instructional model and the competency-based teacher education model are tied very closely to the contracting model so that all three may be used together to achieve common objectives.

In addition to these tasks, each participant assumes certain roles. As the *team leader* of one or more resource personnel, the classroom teacher has the following responsibilities:

1) Be thoroughly familiar with the school, subject and course goals and objectives and be able to diagnose learner needs in terms of these goals and objectives.

2) Be familiar with the teacher education competencies the resource personnel must develop and demonstrate.

3) Blend 1) and 2) together–to focus primarily on learners and learning needs while arranging opportunities for resource personnel to experience a variety of contracts enabling them to achieve their teacher education goals.

4) Have available several contract requests encompassing a variety of learning needs so as to allow resource personnel choices of instructional experiences.

5) Become familiar with resource personnel talents, interests and limitations and negotiate contracts that will accommodate these personal differences. Be aware of administrative time, space, materials, policy limitations on contracts.

Instructional Contracting – Role/Task Guidelines

Note: Contracts are between classroom teacher(s) and "resource personnel" available to assist with learning needs.

Contracting Process	Classroom Teacher	School Coordinator/ Supervisor (Team Leader, Teaching Center Coordinator)	Resource Teachers (Intern, Student Teachers, NUSTEP TA)	University Supervisor (Proctor, Supervisor, Director of Lab Experiences)
1. Needs Assessment	Identifies Learner Need			
2. Contract Request	Makes Request for Instructional Assistance			
3. Analysis and Referral		Analyzes Request & Discusses Request with Resource Personnel	Discusses Request & Possible Contract	Provides Input into Referral
4. Contract Negotiated	Approves Contract	Approves Contract	Negotiates Contract	Approves Contract
5. Instructional Planning	Approves St. T. & TA Plans	Approves St. T. & TA Plans	Plans Activities to Achieve Contract Goals	Approves St. T. & TA Plan
6. Implementation of Plan	Observes, Critiques	Observes, Critiques	Implements Plans	Observes, Critiques
7. Assessment of Outcomes	Verifies Assessment Data	Observes, Critiques	Assesses Learning Outcomes	Observes, Critiques
8. Contract Evaluation	Provides Input into Evaluation	Provides Input into Evaluation	Evaluates Contracts-Process & Products	Provides Input into Evaluation

6) Assume responsibility for learner(s) throughout contract even though resource person is providing some or most of the instruction under your supervision.

7) Provide assistance when needed; provide feedback on contract activities; provide data to university and other people involved in contract on progress and achievement during and at the end of contract.

The resource personnel must assume the role of learning facilitator in this team arrangement. Responsibilities associated with this role include:

1) Viewing teaching as the *ability to bring about desired learning outcomes in students*, thus focusing primary attention on the learners. Teaching competencies should be developed as you assist learners, not be the end product separate from learner achievement.

2) Be available and interested in a variety of contracts–select those which hold promise for new and growth-oriented experiences.

3) Have all contracts, instructional diagnoses and plans approved by your cooperating teacher and university supervisor *prior* to instruction.

4) Maintain adequate and accurate records (Profiles) on student progress in achieving desired learning outcomes.

5) Implement approved plans, making all necessary arrangements for materials, equipment, etc.

6) Have available at all times the Teacher Competency Profile so that your supervisors (cooperating teacher and university supervisor) may check various indicators observed.

7) Arrange for feedback conference after each observation and supply all necessary information to supervisors for appraisal purposes.

The university supervisor (proctor, instructor) has the primary responsibilities to facilitate the contracts made, to assist with the development of needed competencies, and to assess the progress of the resource personnel and make final appraisal of each teacher trainee. These duties include:

1) Approval of contract between cooperating teacher and resource personnel.

2) Providing training (modules, observation input, etc.) for needed competencies.

3) Observations and checking of indicators and competencies.

4) Assisting with problems arising in field experiences and checking progress toward achievement of contract objectives.

5) Maintenance of a permanent Teacher Competency Profile and an up-to-date profile of each teacher trainee.

II. Community Contracts

Community contracts function in ways similar to the instructional contracts–requests based on need, negotiated with teacher or community coordinator, learning outcomes specified, etc. They attempt to improve learning opportunities through activities related to the school but not built in to the regular school program. These activities fall into three major categories:

1. Community contracts by resource personnel. In Teacher Corps, interns are to spend approximately twenty per cent (20%) of their time in community activities. In Lincoln, these activities have been to work with Goodrich students in out-of-school settings or in community-school activities not scheduled in the school curriculum but considered worthy of inclusion as enrichment experiences.

   A brief listing of community contracts by interns includes:

   a) Clubs for students or prospective students
      - Rocket Club
      - Girls Club
      - Wrestling Club
      - Tutor Club
      - Track Club

   b) Community projects
      - Belmont Energy Efficiency Project (BEEP)–putting insulation in homes of low-income families for energy conservation project
      - Community survey

   c) Human relations activities
      - Significant adult project
      - Multicultural projects–field trip, dance, meals, etc.
      - Camping and orienteering projects
      - New student project
      - Police officer-student athletic contests

   d) School-agency and business visits
      - Visits with businesses about jobs for students
      - Visits with community agencies about assisting students

2. Contracting with community adults to serve as aides and volunteers. Improved learning

opportunities have resulted from the hiring of community aides. Teachers requested their services in a manner similar to requesting contracts with other resource personnel. They assisted with field trips, preparation of materials, grading of papers and other responsibilities under the direct supervision of the contracting teacher and the community coordinator. This "pool of human resources" was supplemented by community volunteers who are available to assist with a specific task (discuss profession with class, display art work or specialized equipment, etc.) but were not on the payroll of the school.

3. Contracting to meet community needs.

Based on a needs assessment of the community, Teacher Corps contracted to have evening classes for adults in the Goodrich community at the school, promoted school-home visits and meetings, initiated information reports to parents of students worked with, and established close dialogue with the neighborhood organizations and community agencies which were working with Goodrich students and families. These contracts, while different from instructional contracts, still represented a significant effort to respond to needs through the human resources available.

III. School-University Contracts

Three very significant types of university-school contracts at Goodrich Junior High School proved worthwhile in improving learning opportunities. They were:

1. **Teacher Center**. While not unique to Goodrich nor to Teacher Corps, this joint effort was a central program in the competency-based teacher education program. It provided a sound base for preservice field experiences and assisted in providing inservice ideas to the experienced teachers wishing to work with preservice trainees. The university contracted with the school to have an experienced teacher serve half-time as the school's coordinator of NUSTEP activities. This arrangement provided close liaison between campus and school, teachers and supervisors, and theory and practice.

2. **Inservice Program at School Site**. Staff Development activities for experienced teachers need to be practical and on the site. Following an assessment of teacher interests and needs, three different types of activities were sponsored:

a) Graduate courses were offered at

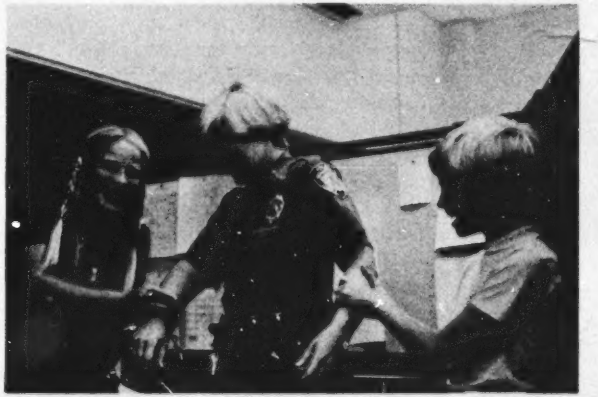
Goodrich Junior High School. They were courses desired by a sizable group of teachers and interns. The college instructors were selected because of their expertise but also for their willingness to spend time in the school and use practical examples from the teachers' experiences in the instruction. These were semester courses.

b) Short-term workshops and seminars were promoted. These addressed themselves to specific concerns and were open to both university and school personnel. Examples included the L.O.F.T. workshop on classroom environment, Glasser's reality therapy in classes, leadership styles workshop, mainstreaming seminar, multicultural workshops and community education workshops.

c) Curriculum building workshops were conducted to develop and/or refine instructional modules for use in Goodrich courses and in the teacher education program.

3. **Team Teaching.** A university professor joined a teaching team at Goodrich to enrich the learning opportunities for the students. Under this approach, joint inservice experiences were available to university and school personnel, opportunities to conduct more field experiences were enhanced, an exchange of materials and plans was possible, and future modules for the preparation of teachers were discussed and developed.

The Contract Request Form (Appendix A) and the Contract Form (Appendix B) provide the necessary data to initiate the contracting process. Contract evaluation is done on the individual and group profile forms (for learners) and on the Teacher Competency Profile (for teachers).



Appendix A

Contract Request Form

Request From _____ Date _____

Subject Area

Brief Description of Request:

Name(s) of Learner(s):

Learning Need:

Broad Goal for Instruction:

Suggested Content and Materials:

Suggested Means of Assessment:

Proposed Start of Contract:

Estimated Length of Contract:

Proposed Periods or Times Each Day:

Teacher Competencies Needed:

Other Pertinent Data:

Appendix B

Instructional Contract Form

Date _____ Contract Number _____

Resource Teacher Making Contract _____

Teacher Requesting Contract _____

Contract Specifications:

I agree to work with the following student(s):

To plan, implement and assess the achievement of the following learning outcomes (objectives):

Starting Date:

Proposed Completion Date:

Signed: _____
Resource Teacher

Approved: _____
Classroom Teacher

Approved: _____
School Supervisor

Approved: _____
University Supervisor

Lincoln Teacher Corps Project
Goodrich Junior High School

Lincoln Public Schools
University of Nebraska-Lincoln Teachers College

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